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ABSTRACT

This paper describes a practicum in which a comprehensive daily writing program was implemented to determine the effectiveness of the writing process in improving the self-esteem as well as the reading skills of first-grade students. The target group was 11 first graders who, out of a class of 25 students, had failed the comprehension part of the pre-practicum reading test and were evaluated as having low self-esteem. The target students spent 1 hour daily on some aspect of the writing process working with a team of peers to complete their own books. Getting support and respect from their group, the students read and wrote their stories over and over again, from prewriting and drafting to editing and "publishing" in student-made books. After the 12-week practicum, students were retested and re-evaluated. Results revealed improvement in reading comprehension scores. All the students passed the posttest, which brought them up to grade level. Results also revealed growth in self-esteem in all but three students, who were learning disabled children. The findings suggest that the writing process could be used in other grade levels to increase reading comprehension. (Twenty references and four appendixes containing the pre/post reading and self-esteem tests and samples of student writing are attached.) (KEH)

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IMPROVE READING COMPREHENSION AND SELF-ESTEEM THROUGH THE USE OF THE WRITING PROCESS

by

Joyce L. Knight

A Practicum Proposal

Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirement for the degree of Master of Science.

June/1990

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This practicum will be very useful in motivating teachers who would like their students to publish books. There are many excellent authors listed, steps to follow in writing, supplies needed, along with samples of the writing process and a completed book by a first grade student. The example book was illustrated and written by a primary child, but the same procedures apply to all grade levels (K-12).

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Joanne Knight

Abstract

Improve Reading Comprehension and Self-Esteem Through the use of the Writing Process.
Knight, Joyce L., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Primary Education/First Grade/Reading Comprehension/ Writing Process/Self Esteem/Cooperative Learning.

The study was centered upon determing the effectiveness of using the writing process to raise reading comprehension scores and self-esteem. At the beginning of the school year the oral reading comprehension test was given to twenty-five first graders in one classroom. Eleven of these students failed the comprehension part of the test. The eleven students became my target group for this study.

After reading past history from the students file there were some possible reasons for failing the test. One-third of the students did not pass basic skills in kindergarten; one-third was identified as "being at risk"; one-third was a discipline problem; and all of the students showed low self-esteem. At the end of the study one-fourth of the students were identified as having specific learning disabilities.

Results indicate that the study was a success in raising reading comprehension scores. However three out of eleven students showed no growth in self-esteem. Those that showed no growth were Learning Disabled children. All students passed the post test which brought each student up to grade level (1.3).

As a result of this study the writing process could be used in other grade levels to increase reading comprehension. Possibly in grades kindergarten through the twelth grade, but most definitely in the primary grades. Workshops could be given at the school or district level to train one person from each grade level to then inservice and pass on information to their peer teachers. To reinforce cooperative learning, the writing process could be one more aspect or component to teach power, respect and cooperation. A new study would be very important to see if self-esteem of L.D. children can be raised by using the writing process having these children remain in the classroom all day with no pull out program.

Appendix J

Nova University
Center For The Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

Observer Verification Form

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate or make judgments about the quality of the project.)

Practicum Title IMPROVE READING COMPREHENSION AND SELF-ESTEEM THROUGH THE USE OF THE WRITING PROCESS

Student's Name JOYCE L. KNIGHT

Program Site Sunburst Elementary School Date June 1990

Observer's Name Deborah M. Parker Deborah M. Parker
(please print---------and sign)

Observer's position Principal Phone # 213-985-0284

Observer's comment on impact of the project (handwritten): Mrs. Knight diligently implemented her program. Many aspects mentioned were personally observed.

I concur with the opinion that development of self-esteem via writing process & cooperative learning strategies is a key component to success in the classroom.

CHAPTER I

Purpose

School and Community Setting

The school is surrounded by a large metropolitan city of two million people located in the southwestern section of the United States. The school district consists of 33 schools which include grades: kindergarten though the eighth grade. It's located in an upper-middle class neighborhood with a very small federal housing project for low income families. The target school continues to grow with a current population of 1,055. Class sizes average 25 to 35 in kindergarten through sixth grade. There are six sections in the first grade and each teacher averages 25 to 30 students. This study included 25 first grade students.

Because kindergarten children attend school half-a-day (2.5 hrs) in large classrooms with no full-time aide to help with instruction, activities, or discipline some students have failed to receive the one-on-one attention and encouragement that is needed to achieve at grade level. The problem this creates is that many students are not adequately ready to meet the challenges (academically or socially) of first grade. Thus, the challenge and responsibility to remediate these students is placed upon the first grade teacher who must bring the low achievers up to grade level while also improving their self-esteem.

The pressures of high student enrollment may only get worse in the future due to extreme budget problems in the district. While economic factors in the district are in the process of trying to pass an override if it passes spending would not increase but at least no further cuts would be needed. If the override is defeated, the children will suffer the most because classroom size will increase. This study will implement a plan to gain parental support, creative planning and student cooperation to improve reading skills and self-esteem. Overcrowded schools may never disappear in the near future, but with a positive attitude and hard work, hopefully, most of these low-achievers will lose the label 'at risk' by the end of first grade.

Problem Statement

Reading can be a very difficult subject for a child in a large classroom. Even under the best circumstances, students can get lost because many young children do not adequately communicate their needs to the teacher. Children are now experiencing the results of over crowding in the first grade. These students were in large kindergarten classrooms with only one teacher and little aide-time to help with the educational activities. Some of these students did not pass their Continuous Uniform Evaluation System (CUES) in reading and are having difficulty in first grade.

For example, 11 of 25 students failed the Preprimer Oral Comprehension test. The students were read a simple story and were expected to

recall three of four events to achieve a passing score of 75 percent. But as examination of cumulative records revealed helpful information about this target group. The data is summarized in Appendix A. As stated these results indicate a correlation of low self esteem and low test scores.

The district has adopted a new reading series this year which stresses whole-group instruction, in order to encourage cooperative learning. The students are clustered in groups of four to facilitate this style of teaching and learning. Low-achievers are grouped with high achievers to receive support and encouragement from their peers. This project will seek to find a solution to the problem of low self-esteem and low reading comprehension scores.

After twelve weeks the target group of first graders will improve their reading skills through a comprehensive daily writing program. Students will pass the Heath Reading Assessment with a score of 75 percent as measured by the difference between the pre and post test. These students will be at grade level (1.3) by December 1, 1989.

The target group of first grade students will demonstrate improved self-esteem as evidenced by teacher observation of their approach to reading, whole-class and small-group participation, daily behavior and samples of student work.

Often, students believe that reading happens only when they are reading from their reading text or workbook. By using the writing process, students will begin to see that reading is also a part of writing. The connection between reading and writing will be evident as the students read their own stories to the class or their partner. Lucy Calkens (1986) reminds us that writing is reading and cannot be separated.

CHAPTER II

Research and Solution Strategy

Before students enter first grade, society has already given them cues about their worth. Verbal cues such as you are so clumsy can lower or raise their self-esteem. When children fail to succeed mentally or socially, they clearly get the message of being inferior. These children will either act out their frustration by being angry, or they may simply decide to withdraw and close out the hurt. Whether they become a discipline problem or withdraws, it's still the task of the teacher to reverse this script.

There are varied reasons for students who have academic problems. There may be neurological or emotional handicaps, but even with these identified problems, all students deserve the right to feel good about themselves. To meet their needs much thought must go into the best possible plan to retrieve these students. Without such a strategy, (these students) become more negative and are harder to reach the longer failure continues.

In the following pages, children with reading problems will be described as well as the strategies of other educators will be viewed to see how they handled similar problems. The problems being looked at deal

with reading strategies to increase their skills. A solution will be chosen to reclaim and encourage each child who has low self-esteem because of failure in school.

Madden (1988) refers to heterogeneous grouping as an alternative to homogeneous grouping to include the poor reader with the excellent readers. In the homogeneous groups the poor reader may be discouraged, unmotivate, and trapped. But in heterogeneous grouping the poor readers are a member of a group which is achieving more exciting goals with students who are achieving academically. Hopefully, the attitudes of the poor readers toward reading would be substantially elevated.

In another study, Glasser (1986) asserts that self-esteem can be raised by using cooperative reading teams. Cooperative reading encourages love, power, and cooperation. His target school uses heterogeneous grouping to facilitate slow learners being able to meet their power needs.

Cooperative learning is not a new idea. Pioneered by Colonel Francis Parker, superintendent of the Quincy, Massachusetts, schools in the late nineteenth century, cooperative learning is actually an effective, well-researched, and accepted method of teaching. Its basic structure depends on students completing their assignments while working in cooperative learning teams.

Glasser (1986: 160) states "Through cooperative reading teams, students meet some of their basic needs (to find love, power, fun, and freedom) and by meeting these needs the poor reader becomes internally

motivated to learn. In Control Theory in the Classroom, Glasser (1986) asserts that up to 50 percent of students fail to learn because they feel their basic needs are not met. When their needs (Glasser defines as power) are ignored the students will not achieve academically and gain importance in the classroom. When students feel they can meet these needs, only then, will they try and eventually learn.

The schools have tried many programs to remediate and improve reading abilities such as pull-out programs, skill grouping, achievement grouping, and Chapter 1 to name a few, but another type of grouping plan called the Learning Team Model Glaser (1986:196) is used to meet the particular power needs of the poor reader. Glaser states "When poor readers can function successfully in learning teams, positive changes occur and create pictures in their heads about learning to read." Many children are unable to see how reading can help meet their basic needs and that is what we want to show the students.

Research, not only by Glasser but also by Johnson (1988), shows that when students are placed in a situation where they must help others work towards a goal, the poor reader will learn more through a team effort than a competitive or independent organizational plan. The team approach gives the poor reader a good model to follow of working together and accepting each member as a valuable contributor and confidence that their answer or idea is a group decision. This approach removes the pressure from a student who too often has already given up

and says "I don t know" or "It s too hard." By using the team approach a student can emerge with a new confidence and a contributing member.

To develop a classroom that would be conducive to this type of cooperative learning the first step is to teach students to build interaction skills in a positive, human environment. The following are examples that help raise self-esteem by meeting the students power needs:

Gentry (1985:34) states "journal writing in kindergarten and first grade has a springboard effect that will improve the students speaking ability and reading and listening skills. All students will show ongoing progress and a "feel" for language and communication along with raised self-esteem". During Gentry s study the students chose their own topics and were free to write about anything of interest to them. The "free choice" gave the students confidence in making decisions, and their self-esteem grew out of their ownership of a journal.

Thirty minutes a day was set aside, uninterrupted, for journal writing. The students wrote in their journal in a variety of ways. Most involved drawing and were often accompanied by printed texts-scribblers, random letters, numerals, words, and sentences. Even the drawings were considered writing. The word "drawing" was not used when referring to journal writing because it was important that each child could visualize themselves as a writer. They not only wrote but were able to share their experiences with their classmates. This lead to a bonding of children with similar experiences.

Hipple (1985) corroborates Gentry's findings stating that journal writing provides the student with an opportunity to visualize himself as a person with power. The students are able to choose a topic, write or draw and then share the finished product with a classmate in an atmosphere of love that gives them confidence.

Journal writing is an excellent tool that gives the child ownership of his topic. But researchers have taken it a bit further in the primary grades and are using the word "writing" to mean that the child becomes an author who can compose, edit, revise, and finally have a finished product in the form of a book.

In Writing: Teachers and Children at Work, Graves (1985) reports that ninety percent of beginning first grade students believe they can write. It just makes good sense not to disappoint them and let them write. If teachers choose not to let children write, they are taking away a very strong tool that can teach not only the poor reader, but each child, that they are intelligent, and each posesses the skill to communicate through writing.

When poor readers are taught how to write and edit various types of expository text, they also improve their comprehension and self-esteem. (Gentry 1985) Fortunately, many books and articles are showing that there is a definite connection between reading and writing. Goodman writes, "...people not only learn to read by reading and write by writing, but they also learn to read by writing and write by reading." Goodman, as cited by Tway (1985:1).

Calkins, who worked with Graves and other researchers in the New Hampshire study, "How Children Change As Writers", purposely ignored reading in her early research on writing. Calkins was angered by the hours spent on reading with a very few minutes was spent on writing. Calkins, as cited by Tway (1985).

Calkins (1983) found that there was no way to teach writing without teaching reading. When writing is taught the child reads continually while composing, editing, revising and finally reading their finished product to others. Stotsky, cited by Tway (1985:3) states 'correlation studies show almost consistently that better writers tend to be better readers'.

Teachers are always searching for proven ways to teach students to make school a more exciting and fun place. They want students to be proud and self-confident. And Stotsky writes that in experimental studies, almost all that used writing activities specifically to improve reading comprehension found significant gains.

In addition to the experimental studies by Stosky, Flemming (1982) described the writing instruction as part of the reading improvement program for second grade. In his study significant gains were made in oral and silent reading, and test scores as well as writing.

There are many approaches that teachers can use to teach reading. Many have been explored with varied and creative ideas. But the one central theme that needs to have top priority when planning for success is that the approach should assure that the "power needs" of the student

are being met. If they are, the poor reader will blossom into a confident student who feels loved and secure both in and out of the classroom.

One approach used in the public school system is called Saginaw: Success in Beginning Reading and Writing. Success in Beginning Reading and writing materials were used during the 1986-87 school year. Four first-grade classrooms took part in the program where children are taught to read and write using materials they will rely on later in life. The goal of the program was to improve reading skills by throwing out basal readers and to allocate 90 minutes to actual writing.

At the end of the program, pupils were exposed to a wide variety of printed material and composed many types of written communication. Most important these young readers were given the opportunity to feel good about themselves because they were successful. In this program there were no ditto masters, workbooks, basal readers, or vocabulary charts. Subscriptions to several magazines and the daily newspaper as well as a well-stocked library constituted the supplies needed.

Reading and writing can be viewed as two subjects with one being more difficult than the other, but Kucer (1987), states "there has been a surge of interest in the relationship between reading and writing which indicates that both processes require similiar cognitive activities."

Reading Recovery, another project used to improve reading skills is an early intervention program that targets first-grade children at risk of failure in interrelated reading/writing activities. Developed in New Zealand by Clay (1979), the program does not have a set of materials (text)

or a step-by-step prescribed curriculum. Instead it depends upon the effectiveness of its trained teachers to teach reading/writing. Pennel (1988).

The program targets the poorest readers in the class, and they are removed from the regular classroom to participate in a one-on-one 30-minute lesson. The goal is to help students discover for themselves effective reading strategies by reading several short books with natural and predictable language. They then compose and write a story. The student reads a new and more difficult book without assistance on a daily basis.

The Reading Recovery program stipulates that children must be involved in whole-text reading and writing tasks rather than isolated teaching or drilling. Each individual teacher selects books and practices the skills that meet the child's needs. The success of Reading Recovery is measured by the individualized instruction for children. The children are expected to make rapid progress to the point that they are returned to their regular reading group. Clay s study, Reading Recovery, showed that the program was effective in reducing failure.

The Reading Recovery Program was successful in meeting the needs of students by placing them in a situation where there was cooperative learning rather than isolated teaching and drill. With the added task of composing and writing a story, the students could visually see that they were able to take control and meet their needs for power, fun and freedom to make choices.

The following project used memorization of real books to remediate the student. A research project conducted by Chomsky (1985) in a middle-class community in Boston worked with five children in third grade who had an average I.Q. but had made no progress in reading since first grade. He abandoned the intensive decoding program and had the children listen to tape recorded stories from "real books" until the story was memorized. After a year these students were off and running. The average increase in overall reading scores was 7.5 months (grade equivalent) and the average increase in word knowledge was 6.25 months (grade equivalent).

There have been many successful and varied strategies to remediate the low achiever in reading. Many approaches to the problem have been tried and have been very successful. The teacher doesn't always have many options because the district may dictate the text, grouping and workbooks. But when there is teacher discretion as to what will work for their particular classroom, then one can use the research of others to help with the low-achiever.

Each strategy discussed was successful in raising reading scores. Therefore, it is obvious that there is more than one correct way to teach reading. Each student is an individual; what works for one, may not work for another. The key is to keep trying until the student is successful and begins to develop confidence.

CHAPTER III

Method

Having students enter first grade in a catch up situation because of large classrooms in kindergarten and not enough aide time can severly reduce a child's academic progress and self esteem. I have worked with some of these students to change the script of poor reader with behavior problems.

The writing process has all of the components built into the process that increases reading comprehension and self esteem. To teach reading the students are reading the written stories over and over again and making corrections. The student is working with a team that increases a feeling of cooperation, love, and respect for each individual. Their input from their peers has value and each student is given the deserved respect at the completion of their own book. They are now a famous author in the first grade. This project shows children that writing is reading.

The writing process involved:

Pre-writing - Generally this is in the form of a picture drawn by the student. Pre-writing is used to stimulate the imagination and allows the student to focus on a topic that is of interest to the child.

Draft - The student is writing and/or drawing pictures in sequence to create an original story.

Revision - The student will read to their group and ask for feedback. The Author's Chair is also used if the student would prefer whole-group suggestions as to whether the story is ready for editing whether it needs further additions or deletions in the text.

Edit - The teacher and students read their stories together and correct spelling, punctuation, and grammar.

Publish - This is the last phase of the writing wrocess. The student publishes their stories in the form of a book. They create the cover and illustrate the story. The text is typed by the teacher or written by the child and placed in a special spot for all to see and read.

Throughout the school year each student was honored on a bulletin board that says: "I'M UNIQUE". Each child exhibited on this board: pictures and certificates or anything that the student chose to share with the class that shows or tells something about the child which makes them an important individual.

During the authors years of teaching first and second grade she has observed a child's enthusiasm of becoming a celebrated author in the classroom setting. The author observed growth throughout the school year, not only academic improvement in reading, spelling, and writing, but their self-esteem grew tremendiously throughout the school year. Even those students who were convinced that they couldn't make a book were thrilled to see that they were capable of being an author. Every student made a book and were given a certificate at the end of the year which was titled: "Young Author." The smiles on their faces showed self-

satisfaction about their achievement as they shared their book with the class, other students, teachers, and administrators.

The author s decision to use the writing process to improve reading comprehension and self-esteem was the result of watching children in previous years "blossom" after experiencing a year in a classroom where writing was taught. When writing is taught the children become motivated to expand their skills not only at school but at home on their time. Children have written poems, plays, and stories to share with their peers.

Resources

Over the last five years the author has taken writing classes, literature writing classes and workshops on implementing writing in primary classrooms. Her instructors were very convincing that students can write and want to write in the first grade. Since first graders think they can write it's the teachers responsibility to provide the motivation and time for this activity.

The author's instructors brought in students work (writing samples) and she was surprised to see that young children were very capable of expressing themselves on paper. Writing is not always the written word sometimes children express their story by using only pictures or letters or a combination of both. From her background of writing classes she was competent she could show a correlation between writing, reading and self-esteem.

The author started by contacting the district reading specialists and discussed tests she could use to show growth in reading comprehension. The Heath Oral Reading test was used in the project. (see Appendix B and C). Looking at her resources she realized that she would need mother helpers to help with the revising and editing; the author contacted two parents and they were willing and excited about students writing and publishing their own book.

The students spent one hour daily in some aspect of the writing process. Some students might be writing a story while others might be reading their first or final draft to the teacher or helper. Each student had a different task to complete during the writing time. Each child worked at their own pace within a group of peers. At the beginning of the writing time a story was read to the children and at the end of the hour students were encouraged to share the writing for that day by using the Author s chair. All of the supplies needed were furnished by the school district. Materials used were: writing paper, xerox paper, tag board, crayons, pencils and two folders for each child.

Monitoring

With help from the two mother helpers we were available to instruct or listen to the children discuss their work. Every six days a teacher aide was available for 2.5 hours and two mother helpers were available for 3.0 hours every five days. Their time was spent helping children revise or edit their story, or sometimes just listening.

The target children were tested at the beginning of the school year (September) and then again the middle of December. Their progress was observed on a daily basis. Each student was expected to work in a small group where cooperative learning was essential to their task. The students chose their own topic along with which writing to publish. The students were not expected to publish all of their writings, but they were expected to produce one book. Mother helpers were a constant source of encouragement for the students.

Evaluation

The test results and self-esteem evaluation is a positive reason to continue the writing process for years to come. The students were excited and motivated to do more reading on their own and many students brought books they made at home to share with the class. From my point of view, the growth in self-esteem is just as important as their academic improvement. Even though not all students grew in self esteem the author feels that reaching eight out of eleven children is a worthwhile project.

CHAPTER IV

Results

The pre-test was given in September and eleven students scored below acceptable levels. (See Appendix A) This test was read to the children and then were asked four questions about the story (Appendix B and C). Appendix A lists each student by a number (from 1 to 11). The student needs a score of 75 percent to pass. One child scored 0 percent; five children scored 25 percent; five children scored 50 percent. On the post test (Appendix A) eight children scored 75 percent and three scored 100 percent.

The self-esteem evaluation was used at the beginning and at the end of the project. The students are coded by using the same numbers on the pre post-test (1-11). Through teacher observation these children were given a score from one to five; one is low, see Appendix D. One intertesting observation but not too surprising, is the correlation between Learning Disabled children and self-esteem. All three L.D. children passed the post test but their self-esteem did not show any growth. These students leave the classroom anywhere from one to three times a day for special help from other teachers. When children are singled out and are removed from the classroom setting they feel inferior which severly effects their self-esteem. If these children could stay in

the classroom all day, they would receive a sense of belonging and grow in a structured environment instead of the fragmented environment they are placed in.

The writing process was successful in raising comprehension scores and self-esteem. Using student number one (Appendix D) this student was very shy and withdrawn. Number one would hide behind her mother every morning while she waited for the teacher to arrive. There were indicators on the playground and classroom that pointed to low self-esteem. Number one lived on a farm and showed a great interest in horses. When number one went to the library, number one always brought back books about horses, or unicorns. Through number one's pictures and stories, number one was able to express her interest and improve reading comprehension (see Appendix A) and self-esteem (see Appendix D). On the pre test, number one scored 50 percent and on the post test number one scored 100 percent. On Appendix D (self-esteem) number one scored a two on the pre-evaluation, but on the post evaluation number one scored five which is the highest score possible. Number one was chosen as an example from eleven children but many other students made great strides in self-esteem which I feel is just as important as test scores. To illustrate, a student made book, student number one's book can be seen in the attachments. Number one's story is about a unicorn. There are examples of the first draft with revising and editing; the final draft illustrates the book about unicorns.

All objectives were not reached in the area of self-esteem. This is an indicator that as a school district and educators we need to look at what we're doing to children when we pull them out of a classroom for special help. They may be improving academically but their self-esteem is suffering. Possibly, the special teacher could give the help needed in the child's classroom. One exciting part of the test results was the post test in reading comprehension. All children (including the L.D.) passed the oral test.

CHAPTER V

Recommendations

The writing process was chosen by the author to implement in the school setting. It is not a subject required by the state or school district. Teachers need to see the value of writing and how it can challenge a student and raise their self-esteem.

For teachers interested in seeing their students "blossom" the author recommends books by Calkins and Graves. These authors are motivating and can inspire educators to try the writing process in their classrooms. For those teachers who view writing as an independent subject, need to be involved in workshops and writing classes to see the connection between reading and writing.

Research and test scores can prove the value of such a program but the best assessment of a writing program is to watch your children become more self confident. This confidence is a by-product of the writing program. The students work in groups where sharing and helping is imperative; they read their writings to others and learn to take constructive criticism to produce a better story or book. This program teaches children to think and problem solve. The author has concerns about the L.D. children who showed no growth in self-esteem. She would like to see a study done with L.D. children left in the classroom versus a pull-out program to remediate these students.

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Appendix A

Health Pre-Post Oral Reading Test

Student	Pre-Test	Post-Test
1	50%	100%
2	50%	75%
3	25%	75%
4	25%	75%
5	25%	100%
6	0%	75%
7	50%	75%
8	50%	75%
9	25%	100%
10	50%	75%
11	25%	75%

Appendix B

Oral Reading Test
Preprimer 2

Student Name _____ Date _____

"Will you dance with me?" said the cow.

"No," said the pig.
"You will step on my toes."

"Will you dance with me?" said the cow.

"No," said the cat.
"You will step on my tail."

"Who will dance with me?" said the cow.

"I will, I will!" said the bird.

"You will?" said the cow.

"Yes, I will," said the bird.

"I am ready to dance?" said the cow.

My Friends, the Frogs - Preprimer 2

Oral Reading Tests
D.C. Heath and Company

Appendix C

Oral Reading Questions
Preprimer 2

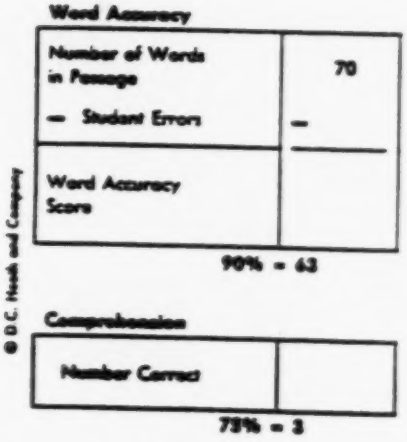
_____
Student Name **Date**

1. **What did the cow want to do?**
   (The cow wanted to dance.)

2. **Who did the cow see first?**
   (the pig)

3. **Who said, 'You will step on my tail'?**
   (the cat)

4. **Who will dance with the cow?**
   (the bird)



My friends, the Frogs - Preprimer 2

Oral Reading Tests
D.C. Heath and Company

Appendix D

Self-Esteem Assessment

Student	Pre-Test		Post-Test
1	2		5
2	2		3
3	1	Learning Disabled	1
4	1	L.D.	1
5	2		5
6	1	L.D.	1
7	3		5
8	2		4
9	1		3
10	2		5
11	1		3

Scale 1-5 (1 low - 5 high)

Figure Captions

Figure 1. The unucons went to the pret valey for a long rest.

Figure 2. I Love my flamily sied the pagus. I just Love it?

Figure 3. the unuckon wuys flid home

Figure 4. And the rinbow wnet Away in sted it stach And the uneckon wuys in the forest.

Figure 5. The unecon is standing by the rainbow.

Unicorns

1st grade

37

38

The ~~unicorn~~ unicorn's went to the ~~pret~~ pretty ~~valey~~ Valley for a long rest.

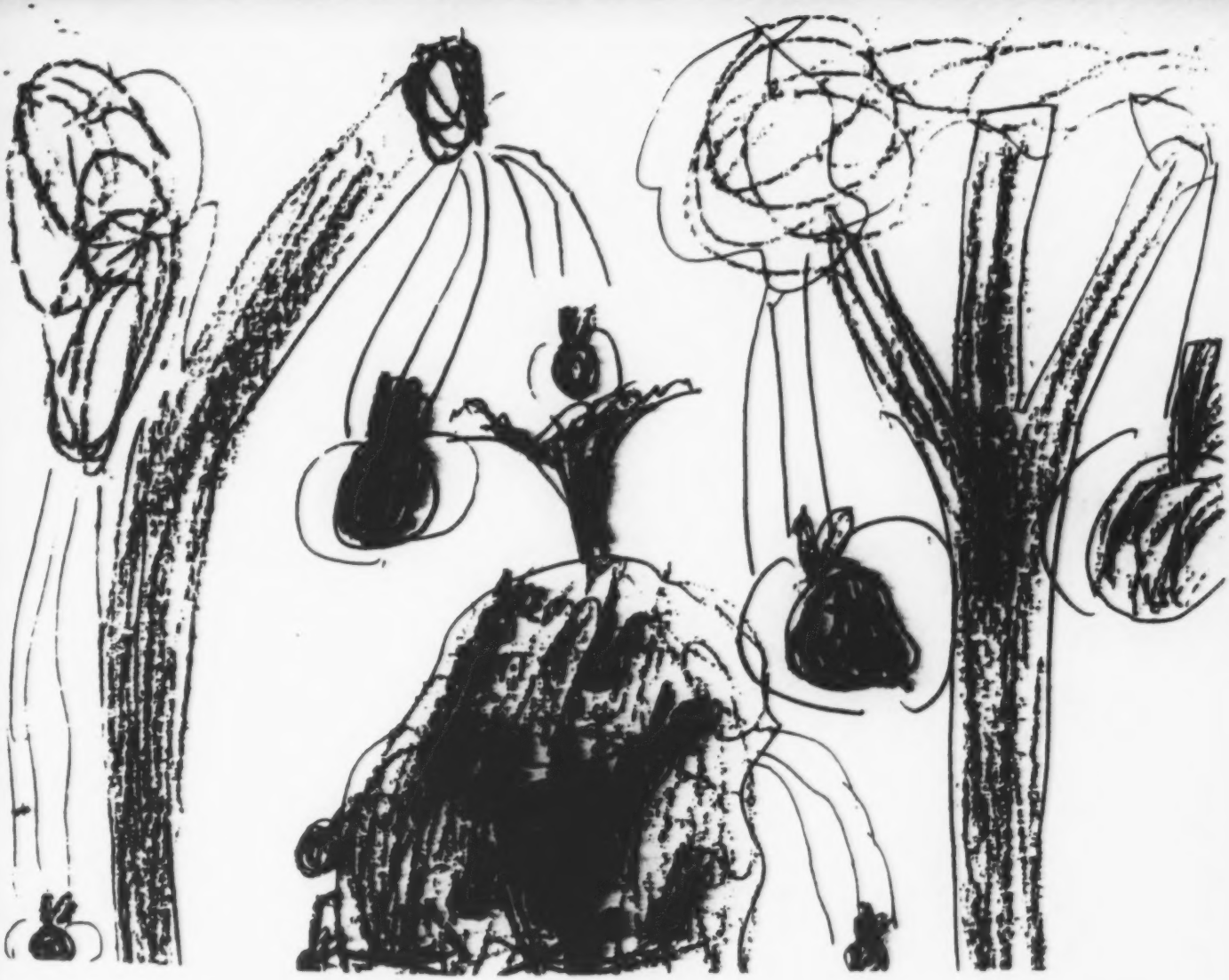
Figure 1.

"I Love My family,"
~~said~~ The ~~Pegasus~~. I
just Love it.

Figure 2.

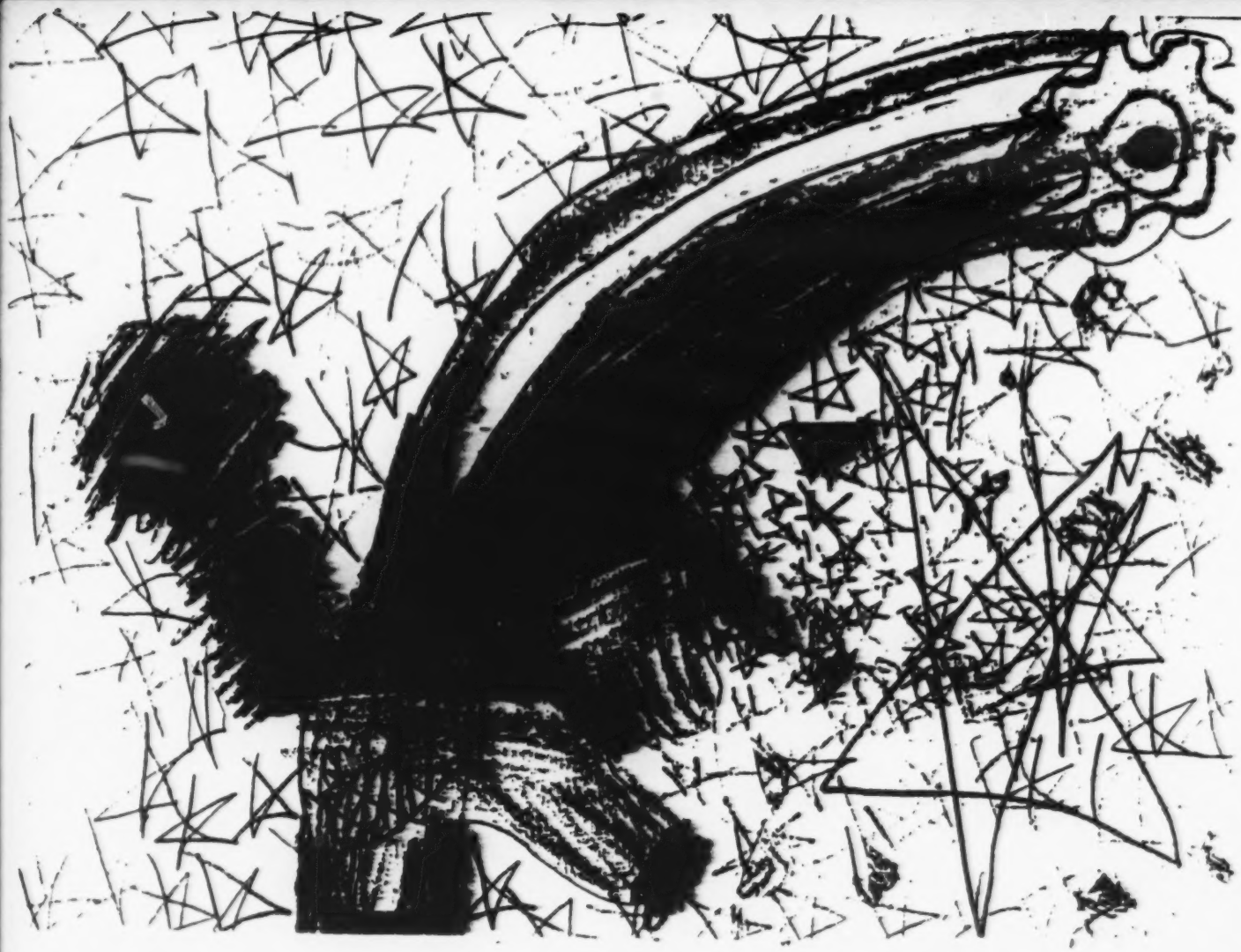
The ~~unicorn~~ Unicorn ~~Wuz~~
~~flid home~~
flew home.

Figure 3.



~~And~~ The ~~rinbow~~ rainbow
went ~~A~~a way. ~~It~~ ~~I~~ ~~I~~ ~~I~~
~~I St~~ ~~I~~ ~~n~~ ~~And~~ The ~~Unic~~ unicorn ~~Kot~~
~~Was~~ was in The forest.

Figure 4.



The ~~uneon~~ unicorn is ~~Staneding~~ Standing by the rainbow.

Figure 5.

The
End